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ABSTRACT

Efforts at education for all in India began with the expansion of the night school concept in the late 1800s. The government took responsibility for adult education in 1937. With independence came general acceptance of the broader concept of adult education. Despite literacy efforts through the 1960s, 1970s, and 1980s, the number of illiterate people continued to rise. An effort is currently underway to involve college students and teachers in the eradication of illiteracy. In the universities, five agencies have set directly or indirectly the goal of meeting the needs of community education and development. Incentives for students and attempts to link adult education with the undergraduate curriculum have been undertaken. A remedy is proposed which involves developing a systematic program for adult education within the university system. A nonformal education stream would permit a person to enroll at any age and learn at his/her own pace. The community school and community college would offer an education program designed to meet community needs. University extension work would involve extending resources to the community. College agency activities would be coordinated. The role of colleges would be to define the workload of the teacher in extension, adopt a geographical area in which to work, form a community education committee with community members, support teacher study of the work, offer higher level courses, and operate community colleges as needed. (YLB)

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# COMMUNITY EDUCATION

## A systematic programme for Adult Education

by

Dr. R. H. Narang

U.S. DEPARTMENT OF EDUCATION
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all those who have inspired and encouraged me in the task of the development of the concept and system of Community Education, of my Vice-Chancellor, Dr. (Miss) M. D. Bengalee under whose leadership this task was undertaken; specially of Prof. G.L. Abhyankar, Former Pro-Vice-Chancellor, University of Bombay for his steady guidance, broad vision and confidence in my ability; of Prof. Satya Bhushan, Director, National Institute of Educational Planning and Administration, New Delhi for his continuous support and encouragement; and of Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth for arranging a tour of the Community Colleges and Community Education Centres in U.K.

## ABOUT THE AUTHOR

Dr. Renuka Narang is at present the Director, Department of Adult & Continuing Education & Extension, University of Bombay. She graduated with a Bachelor's Degree in Pharmacy from the University's Department of Chemical Technology securing a first class and ranking second in the University. She began her teaching career in 1969 as a helper-teacher in the science laboratory of a high-school in the metropolis of Bombay. In 1972 she completed the Bachelor's Degree in Education with a first class, ranking among the first twenty successful candidates in the University of Bombay. By 1976 she was appointed as a Principal of a Public School in Nagpur. She worked for her doctorate degree under the guidance of late Dr. Madhuriben Shah, Chairman, University Grants Commission. She has also been a pioneer in organizing an international level continuing education course for nurses. In 1986 she was appointed to her present post as Director. In 1987 she initiated the establishment of the first Jana Shikshan Nilayam (Community Education Centre) in the country and in 1988 an experiment in training 'Community Educators' was carried out by the Department under her guidance.

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# COMMUNITY EDUCATION

## A SYSTEMATIC PROGRAMME FOR ADULT EDUCATION

### PART I

### THE ISSUE

Industry and agriculture will grow adequately only if there is the background of mass education.

Jawaharlal Nehru

Education is the key to all development, yet the country has been unable to provide a system wherein every individual has an equal opportunity for education or is able to educate himself in the area of his potential for his optimum development as a human resource .

Schools and Colleges are being added year after year, yet only some children are able to complete even school education and only a very small percentage are able to undertake college education.

An attempt has been made by the Government to ensure educational opportunity for everybody through various schemes such as universlization of elementary education, operation black-board, adult education, non-formal education for girls, through the establishment of the Open School under the Central Board of Secondary Education, correspondence courses through Distance Education, the Indira Gandhi Open University and of course by opening more schools and colleges, adding more divisions to a class, increasing class-room strength and so on.

In spite of all these efforts the country will have at the turn of the century about 110 million illiterates in the age group of 15-35 alone and will become the country to have half the world's illiterates in it.

It would be a paradoxical situation with the country having on one side centres of educational excellence as they exist today and where our people would compare with the most intelligent people in the world and on the other side the country would have the maximum number of illiterates in the world.

In order to try and find a solution to this lack of educational opportunity for all and to the problem of illiteracy of unbelievable magnitude, a historical review of the efforts made right from 1882 will enable an understanding of the achievements and pitfalls. In 1836 only 6% of India's population was literate and knowledge was imparted mainly through the traditional method of oracy. In 1882 the Education Commission at that time, in an attempt to provide adult education, recommended that night schools like those in Bombay, Madras and Bengal be opened in all the provinces of the country. This was the first effort to raise the level of literacy in the country.

Only in 1937 did the Government recognize the need for Adult Education and take it up as its own responsibility. As a result the Adult Education Commission was appointed in 1938 by the Central Advisory Board on Education (CABE) and the Bombay Adult Education Committee was established under the leadership of Shri B. G. Kher. The need for training literacy teachers, the motivational aspects, use of audio-visual materials and the retention of literacy skills through continuing education was now recognized. At this time a literacy campaign was undertaken by the University of Mysore, an 'each-one, teach-one' campaign was undertaken in Moga and an effort to teach illiterates was made by Dr. Zakir Hussain through the Adult Education Department of the Jamia Millia Islamia in Delhi. However the event of significance in 1939 was the establishment of the Indian Adult Education Association, an all-India voluntary organization. The Adult Education Association tried to aim at not only literacy but at the improvement in the quality of life of the adult. It tried to have adult education recognised as an essential component of development.

After Independence there was a general acceptance of the broader concept of adult education and this was further developed by Maulana Abul Kalam Azad into Social Education as a programme for the education of the masses. Social Education aimed at the education for the complete man. It included besides literacy and improvement in the quality of life of an individual, training for citizenship, training in health and hygiene and learning how to live in harmony with the environment. The idea of taking the social education movement to the masses was tried out in an experiment from 1959-1969 where an attempt was made to mobilise the people on a mass scale to undertake literacy through the Gram Shikshan Mohim in Maharashtra. This campaign was able to build an environment and mobilise resources in the villages but

there was only the achievement of low levels of literacy and a considerable relapse into illiteracy due to a lack of follow-up programmes.

In 1967-68 a co-ordinated attempt was made by the Ministries of Agriculture, Information and Broadcasting and Education to impart training and functional literacy to farmers in the areas where a programme for developing a high-yielding-variety of crop was being conducted. Another attempt was made in the later years of 1975-76 to launch non-formal education programmes for non-school-going children and out-of-school youth and adults. These were attempts to link education with development programmes. At this time a beginning was also made to involve the universities for the purpose of continuing education by the establishment of departments of Adult and Continuing Education and Extension so that the task of adult education, so crucial to the nation's development, could also be undertaken by them.

On October 2, 1978 in a significant step in the post-Independence era the National Adult Education Programme (NAEP) was launched with a target of covering 10 crore illiterates (age 15-35) within the next five years. Further on the basis of the recommendations of the Kothari Commission adult education was included in the minimum needs programme in the sixth five year plan and in the 20 point programme of the Prime Minister. By this time the National Directorate of Adult Education and State Resource Centres for Adult Education had also been established. All these steps strengthened the recognition of adult literacy as an important component of development.

In the seventh plan several more steps were taken to consolidate the efforts being made for the eradication of illiteracy. The mass programme for functional literacy was launched in May 1986 with a view to involving the people and the student youth in particular, in the eradication of illiteracy through the each-one teach-one projects.

And finally the National Literacy Mission was launched by the Prime Minister in May 1988, making literacy one of the Technology Missions for the country. The mission visualises two approaches, viz., the random approach through the mass programme for functional literacy (MPFL) and the systematic approach through the establishment of adult education centres (AEC). Both these stages of imparting basic literacy are to be supported by follow-up programmes to be conducted at the Jana Shikshan Nilayam (JSN or Community Education Centre).

In 1988 several attempts were made to make adult education a peoples movement through mass mobilisation. Notable among the attempts is the Saksharta Abhiyan of Gujarat Vidyapeeth led by the Vice-Chancellor, Shri Ramlalbhai Parikh, winner of the Nehru Literacy Award. Through the Abhiyan 100 voluntary agencies were involved to undertake a rapid literacy programme of 90 days duration. Another notable attempt is eradication of illiteracy in Kotayam district under the leadership of Prof. Ananthamoorthy Vice-Chancellor of Mahatma Gandhi University.

In the University system the attempt to impart literacy has been made through the National Service Scheme and the Departments of Adult and Continuing Education and Extension. In 1988 35% of the NSS students were to be involved in MPFL and in 1989 some of the NSS camps are to be devoted to building up an environment for literacy. The University Grants Commission in 1988 also asked the Universities to undertake adult education through the area development approach. Through this approach a college is to adopt a specific area and along with adult education is also to work for the development of the area. Of course the primary target is to be the removal of illiteracy within a planned time span.

The CABE in its two-day meeting of 7th and 8th July 1989 has decided to involve 40 lakh college students and 140 lakh school students of Std.IX and XI. It has suggested that adult literacy be made a part of the curriculum and that 50 million adults be made literates in the eighth plan period. Further it has suggested that 60,000 JSNs be set up by 1990.

As can be seen in the quick glance at the efforts made, in the period of a century, adult education has gradually found a place of significance in the education scene. Its importance in the development of the nation has been recognized. It has also come to be established more firmly with the formation of a National Mission for it and a National Literacy Mission Authority to co-ordinate all the efforts. There are State Resource Centres which now prepare the necessary materials and undertake training of functionaries. District Institutes for Education and Training (DIET) and District Resource Units are being set up in order to intensify efforts. The students efforts will be secured through voluntary involvement in the Literacy Mission and the peoples' involvement, it is expected, will be secured through the formation of the Village Education Committees.

However, inspite of all the efforts the absolute number of illiterates continues to rise horrendously even though the percentage of literacy has risen from 16.7 in 1951 to 36.23 in 1981. The rapid increase in population is only one of the reasons for this. It has taken 40 years after Independence to realise that the development of the country is at stake unless the illiteracy among the masses is dealt with immediately. While funds were allocated for education through the formal system, only in recent years have more funds been set aside for adult education. The National Literacy Mission had an outlay of Rs.550 crores but has been given only a part of this outlay. Eradication of illiteracy is to be peoples' movement but it is necessary to guide, monitor and evaluate even voluntary efforts to ensure that education has really taken place and some level of literacy has been achieved. At meetings and seminars, discussions are held about mobilising the people by generating another Freedom Movement for liberation from illiteracy, yet very few persons are involved in this Freedom Movement with a 'do or die' commitment. Discussions are also held about the heavy expenditure on and the redundant nature of the system of higher education wherein graduates are churned out with little direction gained for carving out their own lives and with little commitment towards the country yet, no major change has been possible to rectify the situation. If as said, in all meetings, something is not done immediately the country's masses will be left behind as science and technology in the world marches ahead.

How then could one ensure the involvement of the educated and uneducated alike in this Freedom Movement ?

Should schools and colleges be closed for a year so that all the educated people undertake to teach the uneducated ? Should making a few persons literate be made compulsory before the SSC and HSC examinations are undertaken or a degree is awarded or permission is given for education abroad ? Should making a few persons literate be made compulsory before gaining employment or receiving a promotion or obtaining a ticket for elections ? Should making persons literate be made compulsory at all or should benefits and rewards be given for this task ? After all Freedom was not gained by making the Freedom Movement compulsory.'

Therefore, should benefits be given to industries which undertake the basic education of all its employees, their families and for the population

residing within a specified geographical area around its factories ? Should only primary education be strengthened instead of adult education ? Should monetary incentives be given to parents for sending their children to school ? Should more funds be allocated for adult education and parents be educated with the same vigour as their children ? Should benefits be given to adults attending a literacy class ? Should merit awards be given to students, teachers and institutions that undertake literacy work ? Should benefits in a job, extra increment and promotion be given for this task ?

What could be the possible solution to this problem of ensuring educational opportunity to all--of ensuring that education reaches the common man as a human right ?

## PART II

## EFFORTS AT THE UNIVERSITY

An effort is currently being made to involve on a large scale, the students and teachers in colleges for the eradication of illiteracy. Therefore to begin with an attempt is made here to try and find a solution through the system of higher education itself. In order to do so a brief review of the situation in the Universities is necessary.

In the Universities over the years several agencies or sections have come to be established over and above the Departments for traditional disciplines. These are the Board of Extra Mural Studies, (BEMS), the Directorate of Distance Education (DDE), the National Service Scheme ((NSS), the Department of Adult and Continuing Education and Extension (DACEE) and the Academic Staff College (ASC). All these agencies directly or indirectly are performing activities to tackle the problem of ensuring educational opportunity for the community at large. The Board of Extra Mural Studies (BEMS) is a group of educators interested in creating awareness through education particularly for the rural people. The members hold lectures mainly in the rural areas on subjects such as magic, superstition, science for the people, etc. that would create greater awareness among the people.

The Directorate of Distance Education (DDE) conducts courses through correspondence, for instance in Bombay University the B.A., B.Com., M.A., M.Com., M.Sc. (Maths) degrees and diploma courses in Financial and Operations Research Management are being offered through correspondence courses. As a result students who are working or who could not get admission into college or persons who need to or wish to acquire a degree can enrol with the University through the Directorate. Thus part of the need for higher education is fulfilled though this Directorate. Currently an attempt is also being made to develop a degree course which will be a hybrid between the B.A. and B.Com. courses and which will be much more suitable to the employed as it will be vocationally oriented and will facilitate better opportunities for employment.

The National Service Scheme(NSS) which has been in action for over a decade gives an opportunity for college students to undertake some community service

activity such as immunisation, anti-drug addiction, blood donation drives, digging wells, building, roads, the mass programme for functional literacy (MPFL), etc. Various kinds of incentives and rewards are there for such work for example, an undergraduate student who completes 120 hours of such work in an academic year is rewarded by 10 grace marks in Bombay University. These are to be added to the total of the final exam marks of that year, be it the first,second or third year of the graduate degree course.

The Department of Adult and Continuing Education and Extension set up in 1978 conducts the mass programme for functional literacy (MPFL), adult education centres, continuing education programmes, Jana Shikshan Nilayams and population education programmes, through the colleges in an area adopted by them. Students, teachers and supervisors are specially trained for this work and principals of the concerned college are specially oriented about it. Here too incentives and rewards are given in some universities eg. in Bombay University an undergraduate student who successfully completes 120 hours of work in any of the activities is rewarded with 10 grace marks as is done in the case of NSS.

At the Master's Level Degree Course students are yet to be involved in the work of community education. In Bombay University only recently has the Academic Council considered that the incentive of ten grace marks be extended to M.Ed., M.A., M.Com., and M.Sc. level students who are involved in community work.

The Academic Staff Colleges (ASC) which have been established only about two years ago have the task of the orientation of new teachers in the subjects they are to teach as well the updating of senior teachers and Principals through refresher courses.

Thus all these five agencies, on the periphery of the world of pure academics of the University, have directly or indirectly the goal of meeting the need of the education of the community and its development. The NSS, DACEE and Board of Extra-Mural Studies carry out the work directly in the community whereas the work of the ASC and DDE is within the University premises.

As per the recommendations of the University Grants Commission the universities have introduced two Foundation Course papers of 100 marks each at the undergraduate level. These papers cover topics such as Social Awareness and Personality Development/Communication Skills, Scientific Method, Science, Technology and Development and Elements of Social and Economic Life. A suggestion has been made to introduce an optional paper of 100 marks in Adult Education in lieu of one of the Foundation Course papers in the undergraduate curriculum. However, at the time of actually working out the implementation strategy there was difficulty in finding a suitable equation between 'lecture work-load' and 'field work-load'. Thus even this attempt to weave community education into the undergraduate curriculum has yet to succeed.

Recently in February 1989, some principals of the University of Bombay during a Workshop on Extension and Community Education suggested that students who undertake 300 hours of instruction to adults during an academic year and prepare a Project Report on the work accomplished by them be given exemption from the current Foundation Course Paper. Perhaps this suggestion could be a way to link the task of adult education with the undergraduate curriculum.

Having considered the general scene of the Universities in terms of the Departments, incentives for students and attempts to link adult education with the undergraduate curriculum an understanding of the specific scene of the work in adult education in the universities through the Department of Adult and Continuing Education and Extension is necessary before a permanent solution can be found.

Under the programmes offered by the Department till 1987, adult education centres were conducted at any convenient place to a college-student instructor and the uneducated in a locality. Through this programme, the centres scattered in several directions were over-seen by a college teacher with the assistance of a supervisor under him. The teacher acted mainly as an overseer of administrative tasks required to be completed for conducting the programme. Since this was a voluntary activity to be undertaken by a college, the teachers and students had to be coaxed into it. This was even more so as it was considered as a programme belonging to the Department and not as a peoples' programme.

The exercise of the evaluation of an adult learner's achievement in terms of literacy, functionality and awareness was undertaken mainly by the student helped by a supervisor. The evaluation tool used required only the placing of a 'cross' or 'tick-mark' for achievement in any specific areas of literacy and numeracy. As a result no definite levels of literacy functionality and awareness achieved could be specified. As one teacher remarked that after all the programme only required 'teaching a few people a few things' therefore concrete detailed results were not really necessary.' Also since only 10% centres were to be visited by the Department staff, measurement of literacy levels achieved by the thousands enrolled was hardly possible. There being no supervisory structure for MPFL, at its best the programmes resulted in stimulating the illiterate towards education and in creating awareness in the student about the problem of illiteracy. The centres were conducted for a period of eight to twelve months and were started anew elsewhere each year. There being no follow-up programme for the neo-literates the risk of relapse into illiteracy and loss of interest in education was high.

Training was given to students, teachers and supervisors before they undertook adult education; however, the training did not prepare functionaries who could generate a sustained pace of education in the community. In 1988 the UGC issued guidelines which envisaged that the work of adult education be conducted through the area-based-approach. Under this, intensive training of the functionaries, monitoring of the programmes, preparation of a specific test-paper for measuring literacy levels achieved, establishment of a Jana Shikshan Nilayam for follow-up programmes for neo-literates and conducting the entire programme in a geographical area adopted by the college made it possible to concretize the task of community education to a great extent. However, even all these steps do not provide a lasting solution to the problem at hand. The incentive of 10 grace marks to students, trying to incorporate adult education into the curriculum at best will involve some more teachers and students. Co-ordination between the various University Sections could further strengthen their work in the community. But these steps are only a palliative and not a remedy in themselves.

The remedy it is felt can be found not in mobilising the man-power (student and teacher) in the University but in mobilising the University system itself.

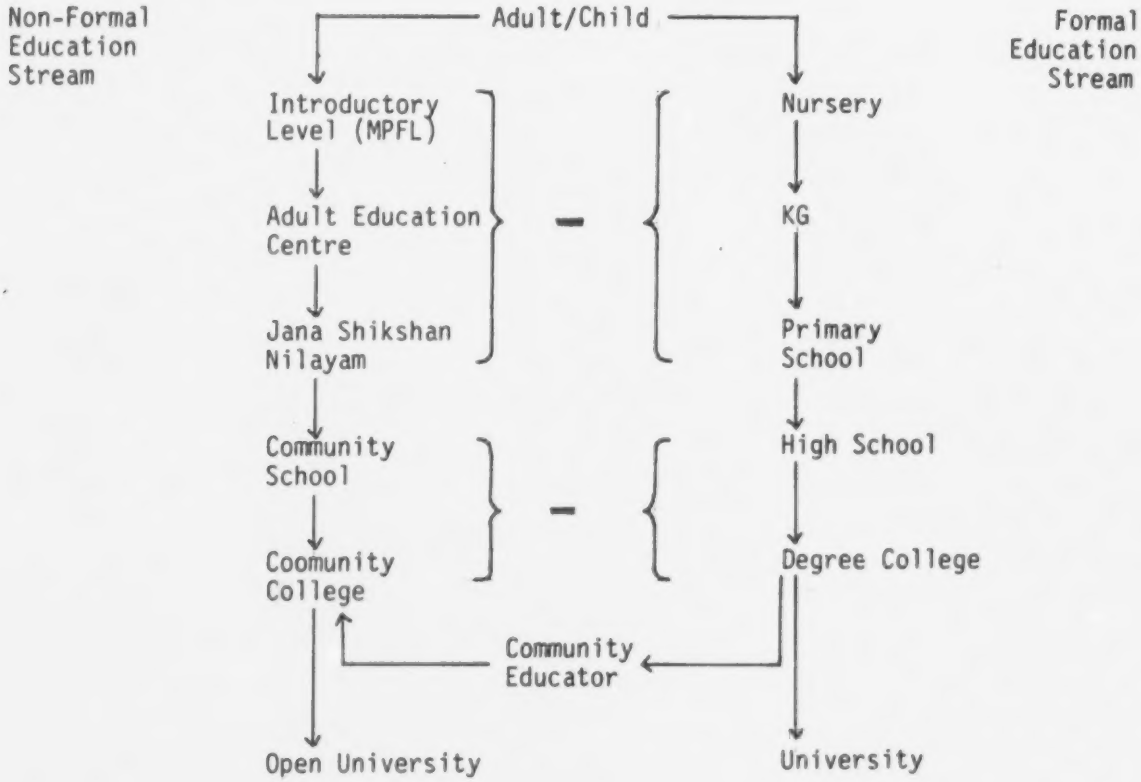
This can be done by developing systematic programme for adult education within the University system iteself.

## PART III

## DEVELOPING A SYSTEM

Before elaborating upon how a systematic programme is to be conducted through the University system itself, the concept on which such a system could be based needs to be specified.

For meeting the needs of the education of those who cannot or could not acquire it through the formal education stream, the non-formal education stream can be conceptualised as given below :




Through this stream an adult can receive initial instruction in literacy at the Introductory Level Class or on an each-one teach-one basis (through MPFL). This level really acts as a stimulant to draw the adult into the learning orbit. He can then receive basic education at the Adult Education Centre. For further or continuing education equivalent to the primary level of school education he can attend the Jana Shikshan Nilayam. A graded

curriculum is to be designed in such a way that at the Jana Shikshan Nilayam level the adult has acquired skills in numeracy and literacy, science and technology and general knowledge equivalent to the level of primary school education. Should an adult desire a higher level of education, he can do so by attending a Community School and further on a Community College to be able to finally receive a University Degree through the Open University.

In its bare structural form this stream of graded instruction seems like another formal education stream for the adult instead of for the growing child. What makes this stream different from the formal stream ?

The first difference is that a University graduate degree can be obtained only after spending 12 years of regular attendance in school (2 years KG and 10 years upto Std.X) and five years of regular attendance in college.

In the NFE stream a person can join at any age in his life. He can also learn at his own pace. If he learns fast he can go ahead and if his learning is interrupted he can start learning again, whenever possible beginning from the point of interruption. The learner would not be required to unnecessarily repeat the class as his former attendance and achievement could be simply carried forward as a credit. Attendance in this stream would therefore not be compulsory as such and lack of compliance of it would not lead to 'failure'. Attendance would really be at the convenience of the learner.

The time of the day and the place at which instruction would be imparted would be at the maximum convenience of the group of learners. Education here would not be a 'bell to bell' affair but really an opportunity to come together at a convenient time for learning and sharing.

Evaluation of literacy levels achieved would be an informal and an open exercise that stresses on problem solving, creative thinking and the ability to apply learning rather than on examination or rote-learning. And finally the curriculum in this stream would be so designed that the courses offered within it stress on self-reliance through self-employment. The subjects, courses, etc. studied in this stream could be those that are directly related to fulfilling a need in the life of the learners. For instance today alongwith

literacy and numeracy being taught one hears of functionality and awareness also to be generated. In reality the programme generally ends up at literacy and numeracy alone being covered. Here it is visualied that with each stage of learning in reading, writing and arithmetic there would be exercises that would enable the learner to apply his learning in a daily life situation for the improvement of the quality of his life.

It would not be compulsory for an individual to learn a set curriculum but it is proposed that there would be a wide choice of subjects and courses enabling an individual to decide on the subject/course combination most suitable to him.

In other words the curriculum would be learner defined and would be designed only after taking the needs of the community into account. Therefore the curriculum would differ from one community set-up to another.

Thus the Community School and Community College would offer an educational programme that would differ from one community school to another and from one community college to another though the level of instruction imparted here would be equivalent to the high school or degree college levels.

If education has to be successfully imparted through the NFE stream then there must be teachers who have specially been trained in the technology of NFE. Here it is visualised that such teachers would have to be prepared by drawing persons from the formal stream itself. These teachers would then be called Community Educators.

The ideal situation in the formal and non-formal education streams would be when mobility would be possible, for an individual, from one stream to another at any level of equivalence in learning.

Since education offered through the NFE stream is basically designed to meet the specific needs of a community it could also be broadly termed as Community Education.

For operational purposes 'community' here is taken to be a group of people sharing a corporate life in a definite geographical area and having

a kinship network. Such a community would have a 'we-feeling' or a 'sense of solidarity'.

Therefore while the obvious aim of Community Education would be imparting education its real aim should also be carefully conceptualised. It is felt that for the country to progress, the principles of democracy and national integration must be strengthened in the people. Therefore in community education a community educator would work with the 'sense of solidarity' in a community and help to develop it further so that it encompasses all mankind rather than allow the development of a 'we-feeling' that threatens the life and welfare of others. In other words through community education he would help to develop a solidarity which would be ecumenical in quality.

Further through community education the community would be led to educational autonomy i.e. it would be led to taking responsibility for the education of its own members and its own development. The development process would be based on principles of democracy.

The primary aim of community education here then is seen as enabling the members to become increasingly ecumenical and autonomous. Setting up centres that organize a wide range of activities, events and educational programmes would only be the secondary aim.

The achievement of ecumenicity and autonomy would be possible only if the community educator himself believes in these principles, and understands his role in handling power and authority. In other words he must know how to take a learner from his 'present state' to taking responsibility for his own learning. He must also understand that the shifting of this locus of authority from himself to the learner and the development of ecumenicity are two complementary processes.

Having outlined the basic concept of the non-formal education stream and community education, how it can be implemented by using the University system iteself can now be described.

As mentioned earlier, the answer to the problem of taking education to the masses could lie in mobilising the existing University system than

by merely mobilising the persons within it through voluntary participation.

For this the responsibility of the University system in undertaking the third dimension of Extension Work or Extension Education, besides the two dimensions of teaching and research must be understood. The University Grants Commission has stated that :

> 'The Third Dimension aims to promote a meaningful and sustained rapport between the universities and the community. It aims, firstly, to extend knowledge and other institutional resources to the community and vice-versa and secondly to gain insights from a contact between knowledge resources and socio-cultural realities'.

In other words Extension Work, the third dimension, would involve extending the resources of the institution to the community and the application of class-room knowledge in the community for its benefit and while doing so learning about the socio-cultural realities of the community. It would be a two-way process between the student, teacher and members of the community with both being teacher and learner at the same time.

The University could undertake Non-formal Education through Community Education by activating the third dimension of Extension Work. In such Extension Work, it is visualised, that the activities in the Department of Adult and Continuing Education and Extension, the College and the Community would be woven into a closely knit matrix.

At the University Level through-out the process of the development and growth of Community Education Extension programmes, the Department of Adult and Continuing Education and Extension would be responsible for training the different functionaries, preparing suitable courses and extending guidance for courses in the community. Incidently the personnel trained by the Department would also meet the need of functionaries for the National Literary Mission.

The work of the National Service Scheme at the college level could also be integrated into Community Education with the organization of other

activities required for the development of the community in the area adopted by the college. The Board of Extra-Mural Studies could also design its programmes so as to meet the needs of the various communities adopted by the colleges.

The Academic Staff College would play a crucial role in the orientation of the teachers in Extension Work through Community Education. It's courses could stimulate the creative potentials of teachers and principals while training them in the task of the third dimension. Excellent orientation at the Academic Staff College alone would enable teachers, principals and colleges to undertake Community Education as Extension Work. The courses of the ASC would be dynamic as they would be modified to meet the needs of the growth in Extension Work at the College Level.

Regarding the role of the Directorate of Distance Education, it is visualised that it would be different from what it is today. The Directorate would be required to develop modalities to recognize, evaluate and certify the various courses being offered through the stream of non-formal education. With the establishment of the Open University system the degrees currently being offered through the Directorate would be offered through the open universities. Therefore the Directorate could really undertake to work out modalities to recognise, in the non-formal education stream, the vocationally oriented, skill training and other courses where the stress is on self-reliance through self-employment.

It would also be involved in recognizing the different levels of achievement in the non-formal education stream---levels which would be equated with levels in the formal stream. The Directorate would thus also be involved in working out the modalities for establishing equivalance of levels between the formal and non-formal streams of education which would make mobility possible from one stream to another.

While the open university system would be available for the acquisition of a traditional degree, the Directorate of Distance Education could be the agency to provide the opportunity for certification or the award of a degree on the basis of the non-formal education courses.

Thus at the University Level the co-ordination among the five sections viz. Board of Extra Mural Studies (BEMS), National Service Scheme (NSS), Department of Adult and Continuing Education and Extension (DACEE), Academic Staff College (ASC), and Directorate of Distance Education (DDE) along with a modification in their roles for operationalising the Non-formal Education stream through Community Education would result in a much greater impact than their individual roles today.

## PART IV

## THE ROLE OF COLLEGES

For operationalising the entire system of higher education for undertaking non-formal education as Extension Work through Community Education, the role of colleges needs to be specified.

To begin with it becomes necessary to understand the definition of the 'work' of a teacher. At present in the University Act, the 'work' of a 'teacher' does not cover the community-based activity of the education of the adults as it does not lead to the award of any of the degrees instituted by the University. Hence the Department of Adult and Continuing Education and Extension, its staff and work, all of which are directly related to the solution of the problem of the education of the community, remain isolated from the main-stream of academic activity as they are not considered at par with other Departments. The teachers who today undertake National Service Scheme or Adult Education Work are paid a small out-of-pocket honorarium but since this work does not have attached to it today, in the minds of the teaching community at large, the same importance as teaching and research, the work has generally been given by the Principal to the junior or part-time teachers and sometimes it is considred as 'extra-work-load'.

Recently the Government of Maharashtra has issued a government resolution pertaining to the pay-scales of the teachers. In this GR, extension activities have been included by saying that the 16 out of the 40 clock hours per week are to be utilised on seminars, co-curricular activities, extension work, testing/internal examinations, etc. as may be decided by the University. Here extension work has now been included in the work-load of the teacher. However the activity that will be accepted as extension work, the way in which this extension work will be evaluated and its clock hours calculated is yet to be worked out.

Actually a simple acceptable definition of extension work is required as a starter and then the modalities for conducting and evaluating the community-based extension work of colleges, teachers and students be worked out in such a way so as to fall within this definition.

Once the 'work-load' of 'teacher' in 'extension work' at the University and College level and for the student the co-curricular component of extension work has been worked out, the task of operationalising non-formal education will become relatively simple.

The work of Community Education could start with the college adopting a specific geographical area and a community of interest where it is to work. At this time the Department would assist the college in selecting the geographical area, in preparing the design for collecting the base-line data and in preparing a plan for macro-level action.

The college after establishing rapport with the community would form with the members of the Community a "Community Education Committee". This Committee would prepare a plan for micro-level action. The Committee would also identify community leaders who could be trained as 'activists' by the Department.

The college and committee would set up a Jana Shikshan Nilayam at a centrally convenient place for the Community. The activities of the Jana Shikshan Nilayam (JSN) would be looked after by a College teacher with the help of the students and community. At this stage the Department would train the teacher through a 'Certificate Course in Community Education and Extension' The students assisting the teacher would try and apply class-room knowledge for the benefit of the community through Project Work or an Extension Work co-curricular assignment.

The JSN would offer various levels of educational programmes starting from the level of basic literacy up to the primary school level. Besides these the JSN would organize programmes that would create awareness and also training in a skill. All the programmes would stress upon self-reliance through self-employment. At this stage it is visualised that the barriers between adult living and education would begin to dissolve. The Community itself would now request for adult education centres or literacy classes and the mass programme for functional literacy to be conducted in other places in the Community. For this work the students would work as instructors and supervisors. They would also be trained for their work through a suitable

certificate course. The student instructors would also undertake Project Work or an Extension Work co-curricular assignment.

The college teacher on the basis of the work done by him and his students could undertake to study different aspects of community education and write a paper thereafter. This paper after being duly referred by the Department could be published. The Project Work by students and paper published by the teachers would facilitate systematic Extension Work and its being placed on record as research data for future reference.

As the educational activities and programme of Community Education grow, the college could undertake to offer credit courses of a high school-level. These courses could be certified and recognised either by the Open School System or the Directorate of Distance Education. The College could also undertake a full-fledged research project in Community Education and would need a full-time Community Educator suitably educated in the discipline through a B.A., or B.Ed. in Community Education and Extension. Finally the college could offer credit courses of the degree level which could lead to being able to acquire a degree through the Open University. A vice-principal with an M.A. or Ph.D. in Community Education would now be required to look after the multi-level courses. The college would now be utilising its institutional resources, outside the hours for formal education, for conducting the classes and activities of Community Education.

At this stage the aim of Extension will have been fully achieved along with the education of the community at large. The college will have succeeded in offering education which is relevant to life and where each person can learn at his own pace.

Ultimately the college could either operate a seperate wing or set up a College for External Studies or a Community College. For such colleges the University would need to train personnel in the Management Technology for Community Education.

Therefore by operationalizing Community Education as Extension Work the use of material, human and knowledge resources would be optimised. This

is to say that through such a system, the existing building, libraries, laboratories, gynasiums, lecture-rooms, etc. would be used for Adult Education. No new infra-structure would be required. Further, since the students and teachers will be conducting community education as extension work, i.e. as a curricular requirement with academic recognition, the payment of out-of-pocket allowances, honorarium, etc. would not arise. Also the heavy expenditure on higher education could to some extent be justified as, the recepients of such higher education would be taking their education to the community.

The colleges, as institutions of higher education, would now also be taking responsibility for non-formal education alongwith formal education.

Therefore in conclusion it can be said that if each college in the country undertook non-formal education as a part of its regular work, if each student and teacher undertook Community Education as Extension Work, if the roles of the Department of Adult and Continuing Education and Extension. the National Service Scheme, Board of Extra-Mural Studies, Academic Staff College and Directorate of Distance Education be extended to make the entire stream of non-formal education operational then the resources of men, money and materials of the institutions of higher education would have been extended to the community and there could be a greater opportunity for education for the common man.

This solution is only a suggested possibility. What shape the stream of non-formal education will take will be seen only as it is operationalised.

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